

College of Social Science, PSYC 4884-01
Senior Seminar Section 01 (hybrid)
4 credits
Fall 2019

Instructor Information

Instructor: **Lisa M. Osbeck, PhD**
Class Meeting: **M, 5-8:50/ 207 Melson**
Office Location: 113 Melson
Office Hours: MW 12-1, 5-6 & T 10-4
Telephone (department) **679-839-6510**
Email: **losbeck@westga.edu**

*This course meets in person for the first half of the semester and on the following dates:
November 4, December 4

Other work to be completed online, in conference with professor as needed.

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

<https://westga.view.usg.edu/d2l/home/1838980>

[CourseDen Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

Course Information

Course Description

Course overview:

This capstone course helps senior psychology majors gain perspective on their accumulated learning within the discipline of psychology and contextualize that learning more broadly within their general

education. At a practical level, this course also guides students in the final steps of vocational discernment and preparation.

The class is primarily project-based. It will require assigned reading but no exams. It requires participation in and completion of four main projects throughout the semester: The story project, the values project, the career portfolio, and the team research project.

Given the participatory and collaborative nature of this course, regular attendance, completion of assigned reading and active, respectful, informed discussion is expected at all times.

Texts, Readings, Instructional Resources, and References

Required Text(s)

Sternberg, R. (2016). *Career paths in psychology. Where your degree can take you.* Washington, D.C. American Psychological Association. (“**Paths**”)

Booth, W., Colomb, G., and Williams, J. (2016). *The craft of research* (4th edition). Chicago: University of Chicago Press. (“**Craft**”)

Recommended Supplemental Texts:

American Psychological Association: *Publication Manual of the American Psychological Association*, 6th Ed. (“**APA**”)

Josselson, R. (2013). *Interviewing for qualitative research.* Guilford (“**Interviewing**”)

Additional readings are found on CourseDen

You will need the current library password and your ID barcode if you are searching off campus.

Course Objectives and Learning Outcomes

1. To seek a “big picture” view of psychology, asking questions such as: What are psychology’s aims and values, what kinds of questions can it address and not address? What are its relations and responsibilities to other disciplines? How does everything you have learned to date fit together, and what else do you need to learn?
2. To build skills in reading and analyzing psychological research and theory.
3. To develop a realistic plan for pursuing graduate education and/or a career path in psychology.
4. To demonstrate self-awareness through reflection on your strengths, challenges, goals, and values.

5. To develop skill in interviewing and listening to other voices.
6. To demonstrate skill in presenting research progress in a group setting and to utilize feedback to improve work in progress.
7. To create a supportive atmosphere, helping other students to explore research interests, values, and career goals.
8. To develop a proposal for a research project or broader program of research.

Assignments

Assignment name	Description	Due Date	Points
<p>1. Story Project</p> <p>(Who are you, where have you been and where are you going? What can you learn from others to help you on your path?)</p>	<p>Three components:</p> <ol style="list-style-type: none"> 1. Own story 2. Interview with mid-career professional 3. Interview with older person <p>Product: Three typed documents: Stories must be typed; Interviews must be transcribed and must reflect principles of good interviewing as discussed in class.</p> <p>You must be willing and able to reflect on your interview material with the class.</p> <p>** Complete readings on CourseDen.</p>	<ol style="list-style-type: none"> 1. August 21 2. August 28 3. September 4 	<p>3 x 10</p> <p>30</p>
<p>2.Values Project</p>	<p>a. Reflect on psychology's values, past and present:</p> <ol style="list-style-type: none"> 1. Epistemic 2. Social 3. Moral 4. Aesthetic 		

Assignment name	Description	Due Date	Points
	<p>b. Analyze how these values have informed the application of psychological sciences in a setting or for a purpose that is personally meaningful to you.</p> <p>To be informed by:</p> <ol style="list-style-type: none"> 1. thematic analysis of your textbooks and research articles from other classes 2. Interview with psychology professor or PhD student <p>c. Reflect on the alignment of your own values with psychology's values as you have analyzed them.</p> <p>Product: 5-10 page paper</p>	<p>October 2</p>	<p>20</p>
<p>3. Career Project</p>	<p>See separate document for instructions</p>	<p>November 6</p>	<p>30</p>
<p>4. Team Research Project</p>	<p>See separate document for instructions</p>	<p>December 4</p>	<p>20</p>

Assignment name	Description	Due Date	Points
<i>TOTAL</i>			<i>100</i>

Grading Information and Policy

Grading structure and point scale

90-100	90- 100%	A
80- 89	80- 89%	B
70-79	70-79%	C
60-69	60-69%	D
<60	<60%	:(

Grading Rubrics

Included in Description of Assignments

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Class Schedule Information (separate document)

Course and UWG Policies

Attendance Policy:

Students are expected to attend all classes unless permission is explicitly granted in advance. The instructor reserves the right to lower the student's grade after two unexcused absences. There are no make-up quizzes, so if you need to miss class you will miss the quiz for that day.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **CourseDen Help** (8 AM – 5 PM)
<https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

SCHEDULE OF PROJECTS AND ASSIGNED READING

NOTE THAT THE COURSE IS ORGANIZED INTO FOUR PROJECTS:

AUGUST

14 Introduction to course; discussion of student goals and expectations

UNIT 1: STORY PROJECT

19 -21 Writing your autobiography Due in class **August 21**

Principles of good interviewing

26-28 Interview 1: Mid-Career Professional Transcription due in class **August 28**

Reading Assignment: [Josselson \(“Interviewing”\)](#)

SEPTEMBER

4 Interview 2: Older Adult Transcription due in class **Sept. 4**

UNIT 2: VALUES PROJECT

9 Overview of values and value categories

11, 16 Discussion of assigned readings

18 Articulating your values and developing a theory of values

23-25 Exploring psychology’s values Paper due **October 2**

30 Matching your values to a career

Reading Assignment: [Articles on CourseDen](#)

UNIT 3: THE CAREER PROJECT

OCTOBER

2, 7 Preparing a career portfolio (see instructions)

Reading Assignment: Sternberg (“Paths”)

(For Unit 4: Research Teams Formed and Research Questions explored)

9- 30 Weekly assignments online, weekly consultation with professor (phone or Skype)

NOVEMBER

6 MEET AS CLASS Career portfolios due in class!

UNIT 4: THE RESEARCH PROJECT

11-27 Weekly assignments online, weekly consultation with professor (phone or Skype)

Reading Assignment: *Craft of Research, APA Publication Manual*

DECEMBER

4 MEET AS CLASS Research completed, presented
(10 minutes/group)

9 Final draft of Research Proposal Due (Submitted on CourseDen)

All students are expected to attend class regularly, to come prepared to discuss assigned readings, to actively participate in discussions, and to complete assignments on time. The instructor reserves the right to lower the student’s grade if any of these expectations are not met.

*******Under no circumstances will deliberate plagiarism be tolerated. The instructor reserves the right to assign a failing grade to the assignment or the course, depending on the severity of the plagiarizing activity, and/or to take the matter to university authorities.**

PROJECT 3: CAREER PORTFOLIO ASSIGNMENT:

*****ALL STUDENTS MUST COMPLETE SECTION 1 AND *EITHER* SECTION 2 OR 3**

SECTION 1: TO BE COMPLETED BY ALL STUDENTS

1. An official audit/evaluation from the registrar.
2. A statement describing your immediate and long-term career and life goals. You may include a statement distinguishing aspirational goals from goals that are more realistic or actionable considering your particular life circumstances.
3. A description of your most significant learning experiences.
4. An evaluation of your strengths and challenges as a student or employee, with a statement of your plan for addressing the latter.
5. A letter of recommendation you prepare for yourself, that you can use as a template for recommenders.
6. A current, accurate, and professional-appearing resume or curriculum vitae incorporating feedback from the career center.

SECTION 2: TO BE COMPLETED BY STUDENTS WHO WILL SEEK FULL-TIME EMPLOYMENT UPON GRADUATING (not graduate-school).

1. The results of a computerized job search that yielded at least three job possibilities and a description of why each possibility would fit with your immediate and long-term career and life goals (as described in section 1).
2. A professional cover letter that can be used as a template and modified as needed for specific job applications
3. Completed letter of recommendation request forms from at least three appropriate people who have agreed to write you strong letters of recommendation for a job
4. Reflections on your experience in a mock interview, including an analysis of what went well and what requires improvement.
5. Completed job applications for two appropriate positions.

SECTION 3: TO BE COMPLETED BY THOSE WHO WILL APPLY TO GRADUATE SCHOOL FOLLOWING GRADUATION.

1. Results of a search for graduate programs with at least three possible programs identified and a description of why these programs are appropriate and in line with your personal and career goals (as described in Section 1).
2. A description of your preparation for the entrance exam your graduate/professional program requires (e.g., GRE)
3. Completed letter-of-recommendation request-forms from at least three appropriate people who have agreed to write you strong letters of recommendation for graduate school
4. Reflections on your experience in a mock interview, including an analysis of what went well and what requires improvement.
5. Completed applications for at two graduate programs

PROJECT 4: Team Research Project

Much of contemporary research takes place on teams, requiring researchers to share interests and values, negotiate a working plan that includes the interests and values of all concerned, and develop a productive way of working together (collaborating).

In a team of three, you will develop a proposal for a research topic of interest and importance to all of you. The proposal should include the following:

a) Introduction/literature review

The literature review will clearly identify your *research question and summarize the historical context and research findings relevant to this question, against which the need for your proposed project is defended. That is, your review should support an argument demonstrating why the research you are proposing needs to be conducted (by you). You will be evaluated on the basis of the 1) **number and 2) quality of sources used and 3) quality of the argument you make – how well you are able to make a case on the basis of the evidence you gather from the sources you review.

*Your paper should also demonstrate that you are asking an "empirical question:" one that in principle can be informed by evidence. Questions such as “what is the meaning of life?,” although interesting and compelling, are not considered empirical questions.

*There is no minimum number of sources, but you should be able to demonstrate that you have adequately reviewed the relevant literature on your topic.

b) Overview of Methods

This section should include your working plan to address the research question you have identified in the introduction/literature review. I do not expect you to have detailed knowledge of research design, but I will look for careful and reasonable thought concerning the participants you would study, the form of data you would collect, precautions you would take, and the procedures you would follow for analyzing the data.

c) Ethical Issues

Your final paper should also include reflection on any ethical issues relevant to your question or methods.

d) Reflection on Team Dynamics:

As an addendum, each team should include 2-3 paragraphs of reflection on your experience of working together as a team. What went well, what facilitated good interaction, what negatively impacted or challenged your teams' collaborative potential. Each team member should contribute to this statement.

PRODUCTS:

1. **Ten minute PPT presentation** of your proposal you can share with the class on our final day together. All three of you should participate in the presentation, and you should all be able to answer questions about your project.
2. **PAPER: Suggested length: *15-20 pages**

*There is no “minimum length,” because the number of pages required will depend on the amount of literature required to adequately review your topic. However, it would be very difficult to thoroughly review a topic of any importance in less than 15 pages. For your protection, a maximum length of 30 pages is imposed on this assignment.

*I will post regular online assignments that will guide you toward completion of your proposal in the second half of the semester. You will use the “Craft of Research” text and the APA publication guidelines in preparing your proposal.